

NATIONAL AUTONOMOUS UNIVERSITY OF NICARAGUA

UNAN-MANAGUA

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Graduating Seminar

THEME: THE USE OF A GRAMMAR TRANSLATION METHOD AGAINST COMMUNICATIVE ACTIVITIES APPROACH IS A FACTOR THAT INFLUENCES ON THE TEACHING ENGLISH CLASS IN STUDENTS OF ELEVENTH GRADE AT THE INSTITUTE "MODESTO ARMIJO" IN THE MORNING SHIFT DURING THE II SEMESTER 2011.

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Research submitted in partial fulfillment of the requirements for the B.A degree in teaching English as a foreign language.

Managua, December 10, 2011.

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Problem

The use of Grammar translation method against the communicative approach in the Nicaraguan ELT



Marisol Bodden

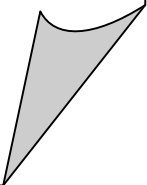
Patricia Trejos

Sub Problems

- Use of Spanish in the English class by the teachers
- Students with low level of motivation to learn
- Graduated teachers with low English proficiency level
- Misuse of communicative activities

Theme

The Use of a grammar translation method against communicative activities approach is a factor that influences on the teaching English class in students of eleventh grade at the institute "Modesto Armijo" in the morning shift during the II semester 2011.



DEDICATION

DEDICATION

We thank God for giving us life and health for having studied here and be able to finish this work satisfactorily, also for the wisdom that gave us when we needed it.

We dedicate this work to the English staff of this University since they have supported us in good and bad moments, also for the knowledge we have acquired from them.

We have always considered that all of them are excellent professionals in the teaching of the language.

Finally we dedicate specially this work to an important teacher who helped us all the time with patient, love and dedication, for all the opportunities he gave us to learn more and be better students, thanks teacher **Julio Cesar Canelo Castillo**.

ABSTRACT

The current state of the teaching of English as a Foreign Language (EFL) at secondary school levels in Nicaragua is an issue that deserves special attention. The Ministry of Education started to implement an educational transformation in 2009; a new curriculum for Secondary public schools in every subject is a real change for the educational context. However, this change has resulted in a real challenge for English teachers; this is because the curriculum approach for the English class in public schools is the Communicative Approach; traditionally, English teachers in Nicaragua teach the target language in a structural way, the grammar translation method predominates in English classes, repeating words, and memorizing are the most popular techniques for most of English teachers.

During these two years of a new English curriculum implementation, teaching in a communicative way has become a real challenge for teachers, MINED has developed an intensive training program for in service-teachers to guarantee the effectiveness of using communicative approach techniques, nevertheless, the traditional teaching is still present in most of English classrooms. In this research we will get into this problem for English teachers, to know if there is a way to promote a real change for the ELT classes, and if this change can really benefit the students in their learning of a new language.

I. OBJECTIVES

General Objective

To determine the effectiveness of the use of the Communicative Approach in the English class compared to the use of the traditional grammar translation method by teachers.

SPECIFIC OBJECTIVES

Specific Objectives

- 1.To verify the effectiveness of the activities teachers use in their English class.
- 2.To assess the use of teaching material by teachers to support the language learning in the English class to provide communication to teachers
- 3.To identify the level of interaction students have with the target language in a communicative way
- 4.To verify mastery of the use of communicative techniques and the principles of the communicative approach by teachers

Theoretical Framework

HISTORICAL BACKGROUND

In a recent study of the English language department of the Ministry of Education, evaluating the new curriculum implementation they found some substantial constraints that are affecting the teaching and learning process in the English class, they are in hierarchical order

Teaching Large classrooms

1. Grammar translation method over communicative approach
2. Misuse of communicative activities
3. Class Timing
4. Students with no motivation
5. Use of Spanish in the English Class
6. Graduated teachers with low proficiency
7. Lack of material for English teachers
8. Lack of an English textbook for students
9. Teachers Empirics (unlicensed)

The situation is worsened by the fact that a large number of English teachers are currently teaching without appropriate professional qualifications and training. All of these factors combined result in poor instructional quality. There is a concern related to the current situation of EFL

teaching in Nicaragua, Firstly, the phenomenon that after five years of English lessons three times a week during school years, students do not manage to have appropriate proficiency levels at the end of their secondary studies.

There was a previous large-scale study in the EFL area, which addressed the situation of EFL teaching in Nicaragua. Its scope was certainly much larger than the one of the present study. Nevertheless, it shared important elements covered by the present study worth exploring. This major effort was carried out by Tony and Michelle Luxon. The study was funded by the ODA ELT Project (ODA stands for Overseas Development Administration, a branch of the Foreign Office of the British government). It was carried out in 1993 jointly with two of the largest public universities: UCA and UNAN Managua, and with the Nicaraguan Association of English Teachers (ANPI). It also counted on the support of authorities of the Ministry of Education.

Two general aims were the main focus of the research: to explore and find out the conditions in which EFL teaching was taking place at secondary school levels throughout the country, and to provide practical, feasible, and

relevant solutions to the problems identified. The project involved 47 secondary schools, more than 60 teachers and 518 students. The data collection instruments included questionnaires, interviews and classroom observations.

Some of the most significant findings of the research related to the teachers' professional qualifications and performance. Out of the more than 60 teachers involved in the study, only 19 (27%) were graduated of a pedagogical training program. The great majority of teachers were unlicensed teachers. Nevertheless, the study showed no significant differences between graduates and unlicensed teachers, in terms of language proficiency and range and kinds of teaching techniques. Other important difficulties identified were the physical conditions of the classrooms, the lack of availability of resources and equipment, and the quality of the didactic materials. The prevailing means for language instruction used by teachers were chalk and the board. The national syllabus established was also identified as having significant constraints. It was based on the series of books *Pathways to English* (H.B. Allen et. al.1994). A number of problems concerning these textbooks were identified.

They were the basis of the whole English instruction for secondary school studies. There were not enough samples for all students, and there was a lack of enough samples of the teachers' edition for most teachers. In addition, the book was linguistically outdated, and was unrelated to the Nicaraguan contextual reality.

There were also important findings regarding the characteristics of classroom instruction. Spanish was used most of the time, and the teaching processes were based on a teacher-centered approach. This approach was identified as being influenced by the teachers own experience as learners as they had the tendency to repeat their previous teachers' traditional roles and techniques. There were very few opportunities for students' interaction, free practice and production. Students' performance was based on lots of repetition drills that were used for pronunciation practice, and no real listening comprehension skills were involved whatsoever. Language items, grammatical structures and vocabulary were all presented, explained and exemplified on the board according to the sequence in the book, and students would do a lot of note taking.

Theories

The Grammar-Translation Method

The purposes of using the Grammar-Translation Method in the early 20th century

It was used for the purpose of helping students read and appreciate foreign language literature. It was also hoped that, through the study of the grammar of the target language, students would become more familiar with the grammar of their native language and that this familiarity would help them speak and write their native language better. Finally, it was thought that foreign language learning would help students grow intellectually; it was recognized that students would probably never use the target language, but the mental exercise of learning it would be beneficial anyway.

The rationale of using the Grammar-Translation Method

A fundamental purpose of learning a foreign language is to be able to read literature written in the target language. Students need to learn about the grammar rules and vocabulary of the target language. It is believed that studying a foreign language provides students with good mental exercise which helps develop their minds.

The principles of the Grammar-Translation Method

- 1) A fundamental purpose of learning a foreign language is to be able to read literature written in it. Literary language is superior to spoken language.
- 2) An important goal is for students to be able to translate each language into the other.
- 3) The ability to communicate in the target language is not a goal of foreign language instruction.
- 4) The primary skills to be developed are reading and writing. Little attention is given to speaking and listening, and almost none to pronunciation.
- 5) The teacher is the authority in the classroom. It is very important that students get the correct answer.
- 6) It is possible to find native language equivalents for all target language words.
- 7) Learning is facilitated through attention to similarities between the target language and the native language.
- 8) Deductive application of an explicit grammar rule is a useful pedagogical technique.
- 9) Language learning provides good mental exercise.

10) Verb conjugations and other grammatical paradigms should be committed to memory.

The goals of teachers who use the Grammar-Translation Method

A fundamental purpose of learning a foreign language is to be able to read literature written in the target language. Students need to learn about the grammar rules and vocabulary of the target language. It is believed that studying a foreign language provides students with good mental exercise which helps develop their minds.

The role of the teacher and the role of the students

The teacher is the authority in the classroom. The students do as the teacher says so they can learn what s/he knows.

Characteristics of the teaching/learning process

Students are taught to translate from one language to another. Students study grammar deductively; that is, they are given the grammar rules and examples, are told to memorize them, and then are asked to apply the rules to other examples. They also learn grammatical paradigms

such as verb conjugations. They memorize native language equivalents for target-language vocabulary words.

The nature of student-teacher interaction and student-student interaction

Most of the interaction in the classroom is from the teacher to the students. There is little student initiation and little student-student interaction.

Areas of language and language skills that are emphasized

- (1) Vocabulary and grammar are emphasized.
- (2) Reading and writing are the primary skills that the students work on.
- (3) There is much less attention given to speaking and listening.
- (4) Pronunciation receives little, if any, attention.

How evaluation is accomplished

- (1) Written tests in which students are asked to translate from their native language to the target language or vice versa are often used.
- (2) Questions about the target culture or

(3) Questions that ask students to apply grammar rules are also common.

Having the students get the correct answer is considered very important. If students make errors or do not know an answer, the teacher supplies them with the correct answer.

The main techniques associated with the Grammar-Translation Method

1) Translation of a literary passage

a) Students translate a reading passage from the target language into their native language.

b) The reading passage then provides the focus for several classes: vocabulary and grammatical structures in the passage are studied in subsequent lessons.

c) The passage may be excerpted from some work from the target language literature, or a teacher may write a passage carefully designed to include particular grammar rules and vocabulary.

d) The translation may be written or spoken or both.

e) Students should not translate idioms and the like literally, but rather in a way that shows that they understand their meaning.

2) Reading comprehension questions

a) Students answer questions in the target language based on their understanding of the reading passage.

b) The questions are sequenced so that the first group of questions asks for information contained within the reading passage.

c) The second group of questions requires students to make inferences based on their understanding of the passage.

d) The third group of questions requires students to relate the passage to their own experience.

3) Antonyms/synonyms

a) Students are given one set of words and are asked to find antonyms in the reading passage.

b) Students could also be asked to find synonyms for a particular set of words.

c) Students might be asked to define a set of words based on their understanding of them as they occur in the reading passage.

4) Cognates

a) Students are taught to recognize cognates by learning the spelling or sound patterns that correspond between the languages.

b) Students are also asked to memorize words that look like cognates but have meanings in the target language that are different from those in the native language.

5) Deductive application of rule

a) Grammar rules are presented with examples.

b) Exceptions to each rule are also noted. Once students understand a rule, they are asked to apply it to some different examples.

6) Fill-in-the-blanks

a) Students are given a series of sentences with words missing. They fill in the blanks with new vocabulary items or with items of a particular grammar type, such as prepositions or verbs with different tenses.

7) Memorization

- a) Students are given lists of target language vocabulary words and their native language equivalents and are asked to memorize them.
- b) Students are also required to memorize grammatical rules and grammatical paradigms such as verb conjugations.

8) Use words in sentences

- a) In order to show that students understand the meaning and use of a new vocabulary item, they make up sentences in which they use the new words.

9) Composition

- a) The teacher gives the students a topic to write about in the target language.
- b) The topic is based upon some aspect of the reading passage of the lesson.
- c) Sometimes, instead of creating a composition, students are asked to prepare a précis of the reading passage.

15- Highlights of the Grammar-Translation Method

- 1) A fundamental reason for learning a foreign language is to be able to read the literature written in the target language.
- 2) It is important to learn about the target language.
- 3) Culture is viewed as consisting of literature and the fine arts.
- 4) Translation is a valuable exercise.
- 5) Grammar should be presented deductively.

The communicative approach

The communicative approach in language teaching starts from a theory of language as communication. The goal of language teaching is to develop what Hymes (1972) referred to as "communicative competence." Hymes coined this term in order to contrast a communicative view of language and Chomsky's theory of competence. Chomsky held that linguistic theory is concerned primarily with an ideal speaker-listener in a completely homogeneous speech community, who knows its language perfectly and is unaffected by such

grammatically irrelevant conditions as memory limitation, distractions, shifts of attention and interest, and errors (random or characteristic) in applying his knowledge of the language in actual performance. (Chomsky 1965: 3)

For Chomsky, the focus of linguistic theory was to characterize the abstract abilities speakers possess that enable them to produce grammatically correct sentences in a language. Hymes held that such a view of linguistic theory was sterile, that linguistic theory needed to be seen as part of a more general theory incorporating communication and culture. Hymes's theory of communicative competence was a definition of what a speaker needs to know in order to be communicatively competent in a speech community. In Hymes's view, a person who acquires communicative competence acquires both knowledge and ability for language use with respect to

1. Whether (and to what degree) something is formally possible;
2. Whether (and to what degree) something is feasible in virtue of the means of implementation available;

3. Whether (and to what degree) something is appropriate (adequate, happy, successful) in relation to a context in which it is used and evaluated;
4. Whether (and to what degree) something is in fact done, actually performed, and what it doing entails. (Hymes 1972: 281).

Learning a second language was similarly viewed by proponents of Communicative Language Teaching as acquiring the linguistic means to perform different kinds of functions. At the level of language theory, Communicative Language Teaching has a rich, if somewhat eclectic, theoretical base. Some of the characteristics of this communicative view of language follow are:

1. Language is a system for the expression of meaning.
2. The primary function of language is for interaction and communication.
3. The structure of language reflects its functional and communicative uses.
4. The primary units of language are not merely its grammatical and structural features, but categories of

functional and communicative meaning as exemplified in discourse.

Theory of learning

In contrast to the amount that has been written in Communicative Language Teaching literature about communicative dimensions of language, little has been written about learning theory. Neither Brumfit and Johnson (1979) nor Littlewood (1981), for example, offers any discussion of learning theory. Elements of an underlying learning theory can be discerned in some CLT practices, however. One such element might be described as the communication principle: Activities that involve real communication promote learning. A second element is the task principle: Activities in which language is used for carrying out meaningful tasks promote learning (Johnson 1982). A third element is the meaningfulness principle: Language that is meaningful to the learner supports the learning process. Learning activities are consequently selected according to how well they engage the learner in meaningful and authentic language use (rather than merely mechanical practice of language patterns). These

principles, we suggest, can be inferred from CLT practices (e.g., Little-wood 1981; Johnson 1982). They address the conditions needed to promote second language learning, rather than the processes of language acquisition.

Johnson (1984) and Littlewood (1984) consider an alternative learning theory that they also see as compatible with CLT—a skill-learning model of learning. According to this theory, the acquisition of communicative competence in a language is an example of skill development. This involves both a cognitive and a behavioral aspect:

The cognitive aspect involves the internalization of plans for creating appropriate behavior. For language use, these plans derive mainly from the language system — they include grammatical rules, procedures for selecting vocabulary, and social conventions governing speech. The behavioral aspect involves the automation of these plans so that they can be converted into fluent performance in real time. This occurs mainly through practice in converting plans into performance. (Littlewood 1984: 74)

This theory thus encourages an emphasis on practice as a way of developing communicative skills.

Objectives in the Communicative Approach

Piepho (1981) discusses the following levels of objectives in a communicative approach:

1. An integrative and content level (language as a means of expression)
2. A linguistic and instrumental level (language as a semiotic system and an object of learning);
3. An affective level of interpersonal relationships and conduct (language as a means of expressing values and judgments about oneself and others);
4. A level of individual learning needs (remedial learning based on error analysis);
5. A general educational level of extra-linguistic goals (language learning within the school curriculum). (Piepho 1981: 8)

These are proposed as general objectives, applicable to any teaching situation. Particular objectives for CLT cannot be defined beyond this level of specification, since such an approach assumes that language teaching will reflect the particular needs of the target learners. These needs may be in the domains of reading, writing, listening, or

speaking, each of which can be approached from a communicative perspective. Curriculum or instructional objectives for a particular course would reflect specific aspects of communicative competence according to the learner's proficiency level and communicative needs.

Types of learning and teaching activities

The range of exercise types and activities compatible with a communicative approach is unlimited, provided that such exercises enable learners to attain the communicative objectives of the curriculum, engage learners in communication, and require the use of such communicative processes as information sharing, negotiation of meaning, and interaction. Classroom activities are often designed to focus on completing tasks that are mediated through language or involve negotiation of information and information sharing.

Several roles are assumed for teachers in Communicative Language Teaching, the importance of particular roles being determined by the view of CLT adopted. Breen and Candlin describe teacher roles in the following terms:

The teacher has two main roles: the first role is to facilitate the communication process between all participants in the classroom, and between these participants and the various activities and texts. The second role is to act as an independent participant within the learning-teaching group. The latter role is closely related to the objectives of the first role and arises from it. These roles imply a set of secondary roles for the teacher; first, as an organizer of resources and as a resource himself, second as a guide within the classroom procedures and activities.... A third role for the teacher is that of researcher and learner, with much to contribute in terms of appropriate knowledge and abilities, actual and observed experience of the nature of learning and organizational capacities. (1980: 99)

The role of instructional materials

A wide variety of materials have been used to support communicative approaches to language teaching. Unlike some contemporary methodologies, such as Community Language Learning, practitioners of Communicative Language Teaching view materials as a way of influencing the quality of classroom interaction and language use.

Materials thus have the primary role of promoting communicative language use. We will consider three kinds of materials currently used in CLT and label these text-based, task-based, and realia.

METHODOLOGICAL DESIGN

Hypothesis

Most of the English teachers at Institute Modesto Armijo use traditional teaching instead of communicative approach. Some factors that cause this situation are that the teachers do not master communicative language teaching techniques and also they consider that grammar translation method is more comfortable because they teach large groups and do not have didactic material to teach in a communicative way. Another important factor that makes the teachers to use the traditional teaching is that they are used to this kind of methodology and they have been teaching in this way for years.

POPULATION AND SAMPLE

POPULATION

The population is composed of one hundred twenty-five students of eleventh grade and four English teachers at the institute “Modesto Armijo” in the morning shift.

SAMPLE

In this research we worked with 45 students of eleventh grade and four English teachers. We also included some actors of the educational community of the school.

SYSTEM OF VARIABLES

VARIABLES	SUBVARIABLES	INDICATORS
Educational situation	Level of preparation	No graduated
		Graduated
	Mastering of the target language	High proficiency
		Mid proficiency
		Low Proficiency
	Teaching style	Communicative style
		Traditional style
	Teaching techniques	Active
		Mechanical
		Meaningful

VARIABLES	SUBVARIABLES	INDICATORS
Educational situation	Material method or approach	Communicative
		Grammatical
	Use	Easy to use
		Hard to use
		Very hard to use
	Activities	Communicative
		Grammatical
	Abilities	Listening
		Speaking
		Writing
		Reading

VARIABLES	SUBVARIABLES	INDICATORS
Educational situation	Students motivation	No motivated
		Motivated
	Learning style	Interactive
		Communicative
		Memoristic
	Language development	Low level
		Intermediate
		Advanced
	Confidence	No confident
		Confident

METHODOLOGY

We made a survey with 45 students asking them about the way they see the English Class, the relationship with their English teachers and the way they like to learn the language.

We also interviewed four English teachers asking them how they teach English, their teaching styles and the factors that influence their work as teacher.

We talked to the principal and some person of the educational community and their vision of the ELT class at their school.

All these actors provided important information for our work, they opened the doors of their school and their daily labor and it helped us to obtain what we expected to.

DEVELOPMENT

CHRONOGRAM OF ACTIVITIES

ACTIONS	DATES OF THE ACTIONS								
PROBLEM AND SUBPROBLEM	13	20							August
GENERAL OBJECTIVES AND SPECITFC OBJECTIVES		20	27						August
HISTORICAL BACKGROUND			3						
THEORIES				10					September
METHODOLOGICAL DESIGN, HYPOTHESIS, POPULATION AND SAMPLE, SYSTEM OF VARIABLES AND INDICATORS				1-8	15	22			October
INSTRUMENT DESIGN, INTERVIEW QUESTIONS AND APPLICATION GATHER INFORMATION						29 oct	3 Nov		
ANALYSIS AND INTERPRETATION OF RESULTS					12	19			November
PREPARE RESEARCH						22			November
PRESENT RESEARCH						26			November
JURY EVALUATION OF THE RESEARCH								03	December

INSTRUMENTS

The instruments we used in our work were:

- Survey
- Interviews
- Observation

Analysis and interpretation of results

TEACHERS

LEVEL OF PREPARATION	NO GRADUATED	GRADUATED	TOTAL
Number of teachers	3	1	4
Percentage	66%	33%	100%

Mastering of the target language	High proficiency	Mid proficiency	Low Proficiency	TOTAL
Number of teachers	0	1	3	4
Percentage	0%	33%	66%	100%

Teaching style	Communicative style	Traditional style	Total
Numbers of teachers	1	3	4
Percentage	33%	66%	100%

Teaching techniques	Active	Mechanical	Meaningful	Total
Numbers of teachers	1	3	0	4
Percentage	33%	66%	0%	100%

MATERIAL

Method or approach	Communicative	Grammatical	Total
Textbooks, posters, audio visual and CDs	8	2	10
Percentage	80%	20%	100%

Use of material	Easy to use	Hard to Use	Very hard to use	Total
Textbooks, posters, audio visual and CDs	7	1	2	10
Percentage	70%	10%	20%	100%

Activities	Communicative	Grammatical	Total
Textbooks, posters, audio visual and CDs	14	6	20
Percentage	70%	30%	100%

Abilities	Listening	Speaking	Writing	Reading	Total
Textbooks, posters, audio visual and CDs	3	2	11	4	20
Percentage	15%	10%	55%	20%	100%

STUDENTS

Motivation	No motivated	Motivated	Total
Number of students	24	21	45
Percentage	53%	47%	100%

Learning Style	Interactive	Communicative	Memoristic	Total
Number of students	11	13	21	45
Percentage	24%	29%	47%	100 %

Language Development	Low level	Intermediate	Advanced	Total
Number of students	38	5	2	45
Percentage	84%	12%	5%	100%

Confidence	No confident	Confident	Total
Number of students	14	31	45
Percentage	31%	69%	100%

ANALYSIS AND INTERPRETATION OF THE RESULTS

According to the results of the survey and the interviews made to the teachers and actors of the educational community we have concluded that:

- The teachers are not prepared to implement a communicative approach in the classroom
- The teachers do not use the material they have available at school in their classes, mainly because they are not able to use or because it is difficult to handle it.
- The school has acquired enough material for the English teachers but they do not use it any way. This material is communicative but the most used is the grammar material.
- Traditional style is the most popular in the teachers' practice, probably because most of the teachers are not graduated nor have any preparation to teach English.
- Most of the teachers have serious problems to communicate using English in a fluent way. They show grammar problems and pronunciation is a real challenge for them.

- The material available at school helps to develop the four skill but mainly speaking and reading but teachers do not use efficiently.
- Many students are not motivated in the English class, most of them blame the teacher for this lack of motivation, and teachers argue that students feel intimidated with their class.
- Most of students like to learn in a memoristic way because they have learned all the time in this way, they consider is the most effective and helps them to succeed in the exams.
- Most of the students have very low language proficiency and they are not willing to participate in class or present an oral test.
- Confidence is an issue in the English class, even though we know that most of the English learners are afraid of appear ridiculous in front of their peers, these students say that the teachers are very strict and they do not feel comfortable in their classes.

CONCLUSIONS

We have enjoyed this experience with teachers and students in the English class; we have learned that all the actors have to be involved to improve the condition of ELT class in a school.

This specific school is trying to provide an education of quality for their students but the limitations for the teachers have created a low learning environment.

However, some students are willing to learn the target language but they do not feel motivated to integrate the class in an interactive way, they consider the teacher an obstacle for his development because sometimes they do not provide the appropriate situation to produce a meaningful learning.

We have to be fair, some teachers expect to be trained and they hope they get an opportunity to get a degree and be better prepared for their job, they are aware of their limitations and they want to improve their skills, teaching skills and language skills to make their class a real language learning situation.

Finally, we thank all the teachers and student who allowed us to be in their world and learn about the reality in our schools.

RECOMMENDATIONS

We studied all the material and information that this research produced and we come to the conclusion that we should make some recommendations for the teachers and the students and also for the principal and the Ministry of Education as the ruler of the Basic and Middle education in our country.

These recommendations are the following:

1. Teachers have to be trained in the use of the communicative approach in the classroom, use of material and use of communicative techniques with the students.
2. Language development of the English teacher must be a serious concern for the principal and for MINED, most of the teacher do not master the language in a level they can be efficient in their work so we will never have students competent in the use of English with this limitations of the teachers.
3. Teachers should implement some actions in order to encourage students to participate in their classes in a more determinant way, this is a very important part of

the effective learning but these students are blocked in their learning process due to the lack of motivation.

4. School should select the material they acquire according to the needs and the capacity of the teachers, some material can be very good but it is not easy to use for the teachers. They have to be involved in the material selection to guarantee they will use the material they have in a more effective and confident way.
5. Finally, the Ministry of Education should implement a program to train their English teachers and provide better conditions to improve their teaching skills and language development, most of the teachers want to be better teachers but they do not have the real opportunity to achieve this goal. The institution is responsible for the conditions in the schools and this begins with the real preparation of the teachers for their daily challenge in the classroom.

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Anexes

SURVEY FOR TEACHERS

Please answer the following questions:

1. Are you graduated? Would you like to graduate if you have the chance?
2. How do you consider in a language proficiency level?
Low, intermediate or advanced?
3. Can you define the communicative approach?
4. What is the most effective technique in your opinion to teach vocabulary?
5. Can you name five teaching techniques that you regularly use in the classroom?

SURVEY FOR STUDENTS

Please answer the following questions:

1. ¿Le gusta la clase de Inglés? Fundamente su respuesta.
2. ¿Cómo es su relación con el docente de Inglés?
3. ¿del uno al diez (siendo diez lo mejor y uno lo peor) que tan motivado se siente en la clase de Inglés?
Explique sus razones.
4. ¿Cómo le gusta aprender Inglés? De manera dinámica?
Repitiendo palabras? Aprendiendo gramática?
Traduciendo lecturas? Cantando? Escoja algunas formas aunque no estén aquí mencionadas y explique
¿por qué?
5. ¿Qué tan cómodo se siente participando en la clase e Inglés? Cuál es su mayor temor (si lo tiene)?

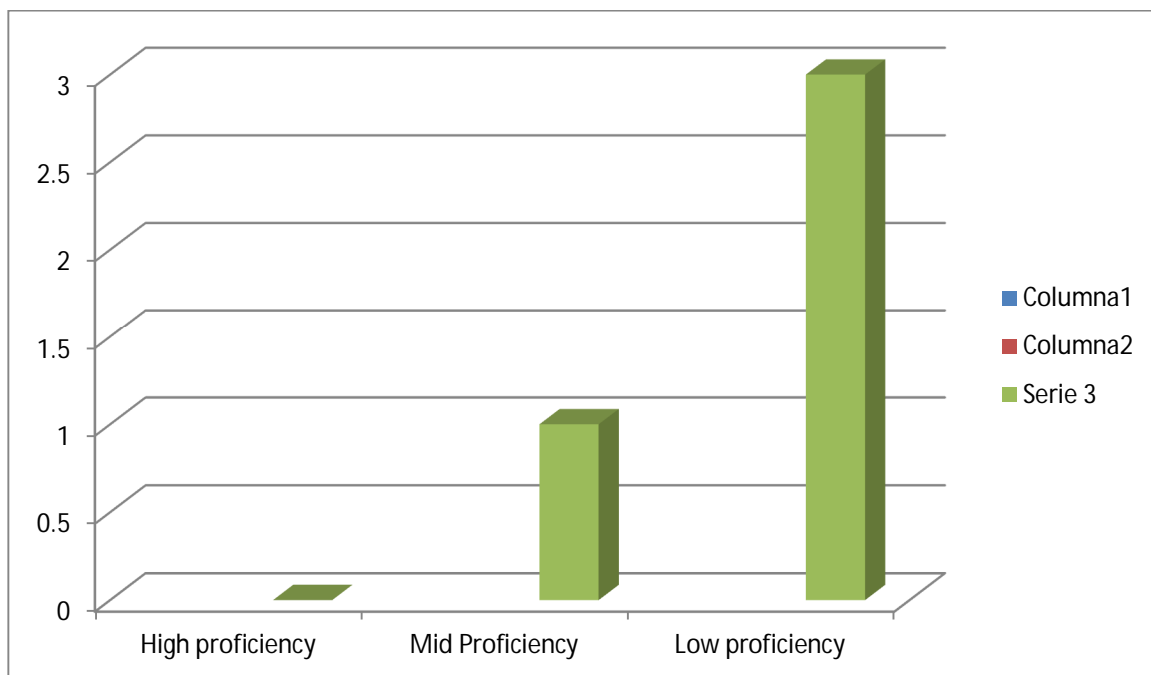
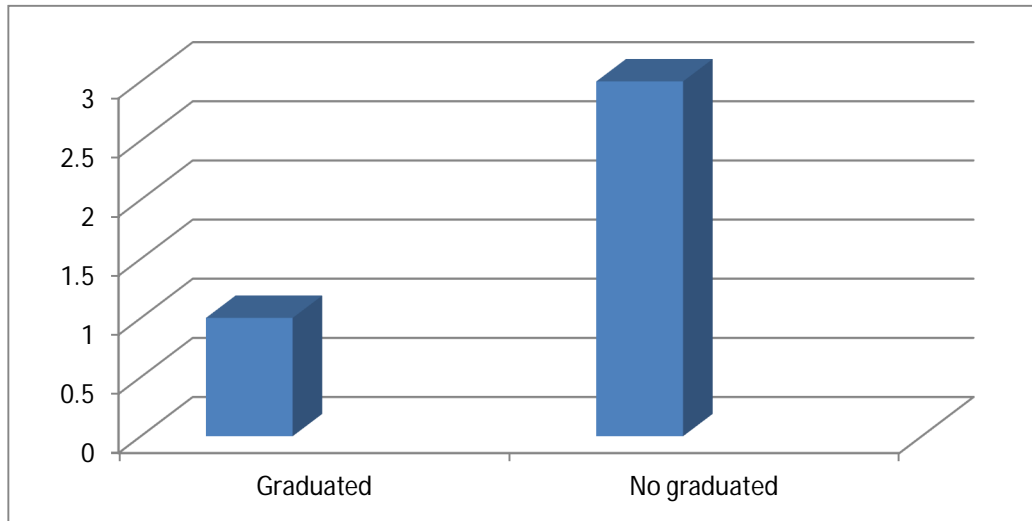
INTERVIEW QUESTIONS

1. ¿Cuáles son las mayores limitantes en la clase de Inglés?
2. ¿Cuál es el principal obstáculo que les impide a los estudiantes aprender Inglés en este centro de estudios?
3. ¿Con que material cuentan para apoyar la enseñanza del Inglés?
4. ¿Cuál es el nivel de aceptación de la clase de Inglés de parte de los estudiantes y porque razones la rechazarían?
5. ¿Cómo se podría mejorar las condiciones de la enseñanza de Inglés en el centro?

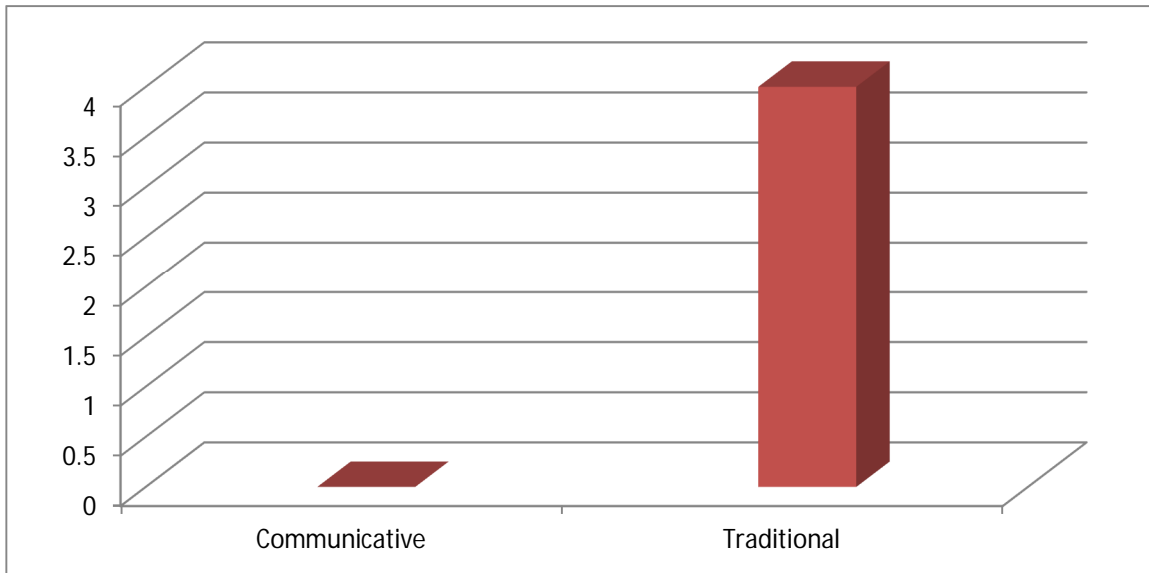
Graphics

Teachers' Education

67% of the Teachers were not graduated (3) and 33 % of Teachers are graduated.

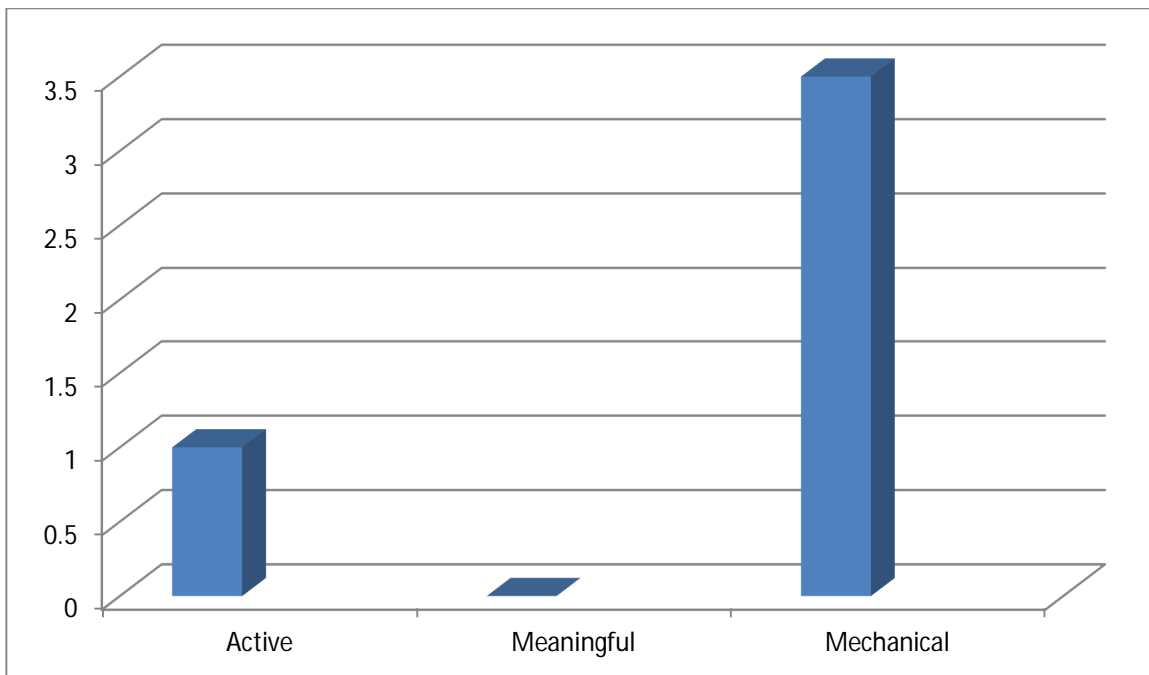


Teaching Style



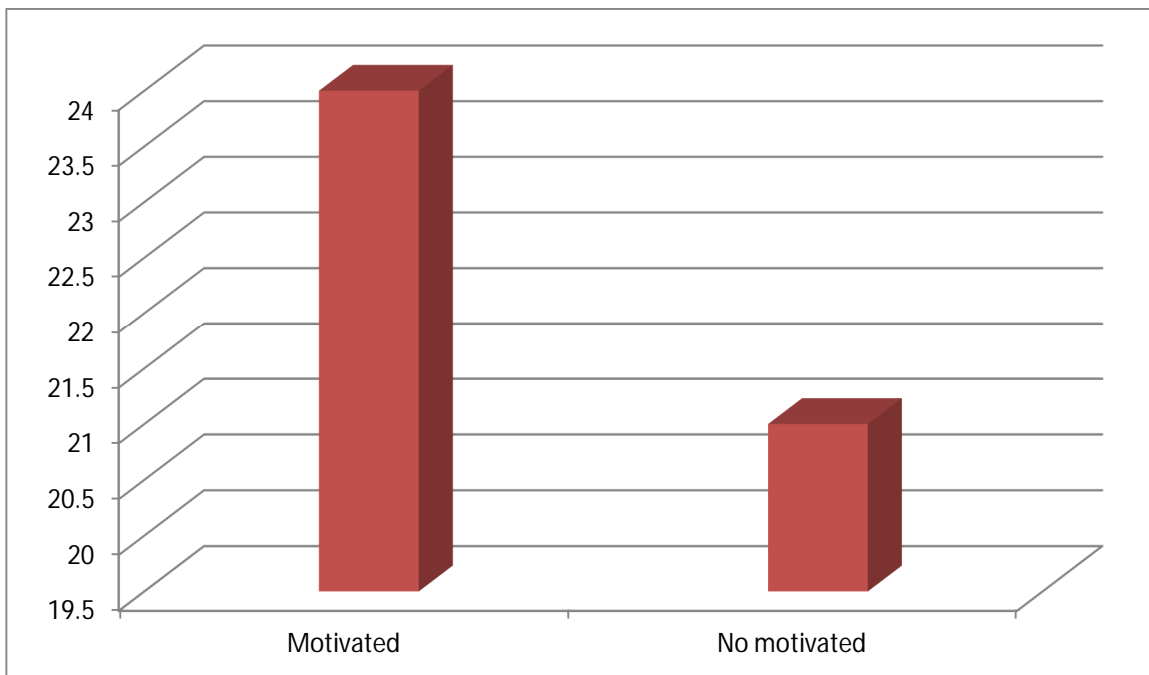
0 % of the Teachers use communicative style and 100% use traditional style.

Teaching techniques



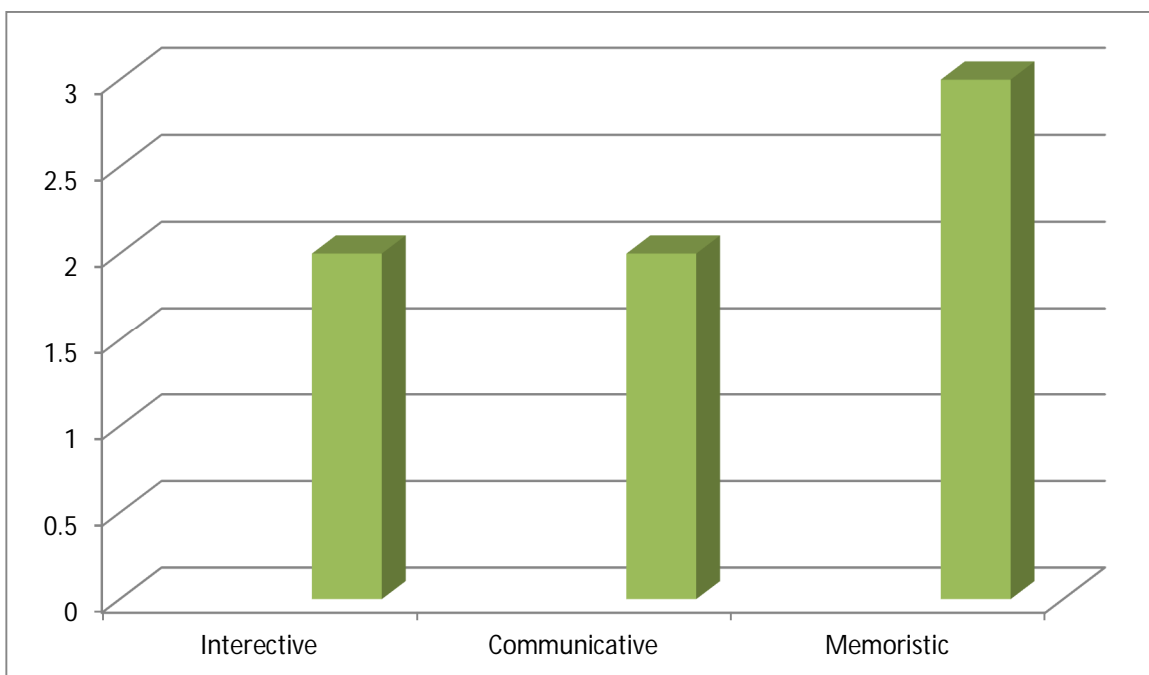
33% of the Teachers use active techniques(1) and 67% use a mechanical techniques.

STUDENTS



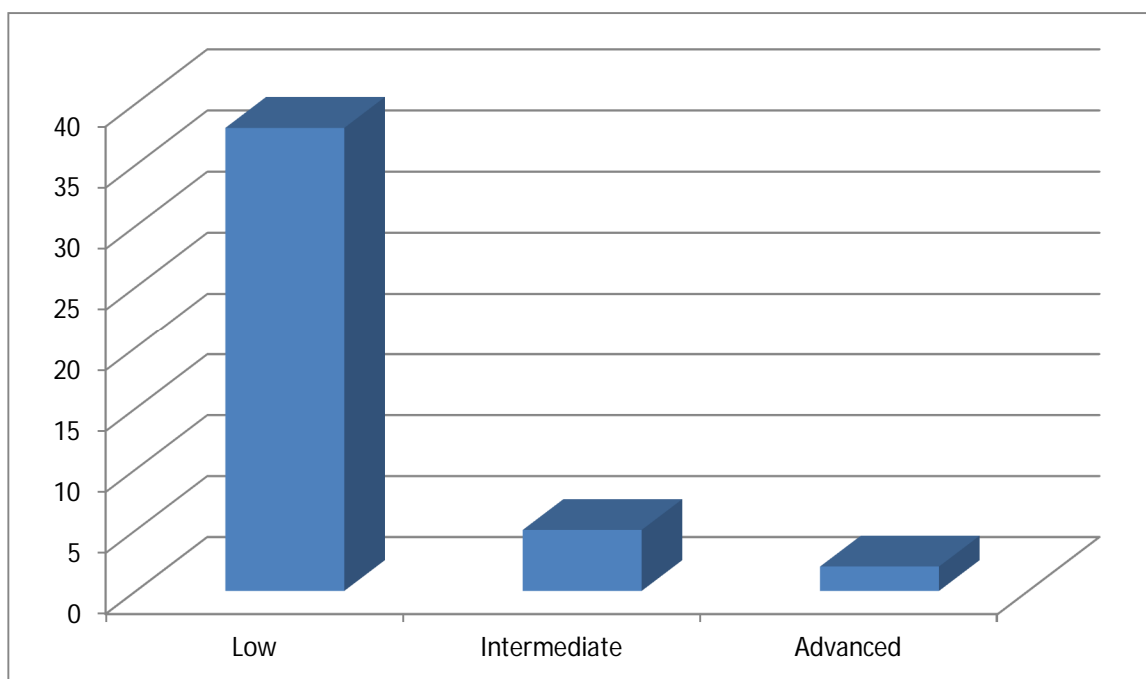
53 % of the students are motivated (24 Students) and 47 % of Students are not motivated (21)

LEARNING STYLE



24 % of students are interactive (11 students), 29% are communicative (13 SS) and 47% use memoristic style (21 students)

LANGUAGE DEVELOPMENT



84 % of students have low level (38 SS), 12% have intermediate level (5 SS), and 5% are advanced .

CONFIDENT

31% of Students are not confident (14 Ss) and 69% of Students are confident.

